DOCUMENT RESUME

ED 272 101 HE 019 548

AUTHOR Gill, Wanda E.
TITLE The Need for an Upward Bound Project at Bowie State College.
PUB DATE [86]
NOTE 28p.; Portions contain small, broken type.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Articulation (Education); Basic Skills; Black Colleges; College Preparation; *College School Cooperation; Community Characteristics; Cooperative Programs; *Developmental Studies Programs; Grade 9; Grade 10; Grade 11; Higher Education; High Schools; *High School Students; Institutional Characteristics; Low Income Groups; State Colleges; *Summer Programs; *Weekend Programs
IDENTIFIERS *Bowie State College MD; *Upward Bound

ABSTRACT

Reasons that Bowie State College in Maryland should participate in the Upward Bound Project are discussed, with attention to geographic and demographic characteristics of the area, school characteristics, and needed services. The college historically has provided educational opportunities for black, disadvantaged students and has been successful with low-income, first-generation college students. The project would have two components: an academic year intensive weekend program and a summer residential program in two counties. The target communities have highly populated urban and semi-rural centers with low-income residents and a high unemployment rate. Experience during 1974-1983 with an Upward Bound Project indicates that students were deficient in basic skills, cognitive knowledge, and critical analysis, and also had low self-image and counseling needs. The project would serve 11 senior high schools and 11 junior high or middle schools in two counties (i.e., students in grades 9, 10 and 11). The schools lack tutorial programs; opportunities for individual and small group educational experiences; educational, personal, financial aid, and career counseling; and summer programs for skill building and remediation. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED272101

THE NEED FOR AN UPWARD BOUND PROJECT AT BOWIE STATE COLLEGE

BY

WANDA E. GILL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Wanda E. Gill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 019 348

PROGRAM NARRATIVE

I. NEED

A. Geographic and Demographic Characteristics of the Target Areas

Bowie State College is a co-educational institution located one and a quarter miles north of the city of Bowie within Prince George's County in the State of Maryland. (See map on page 14). The college historically has provided educational opportunities for black, disadvantaged students.

Bowie College is an out growth of the Baltimore Normal School which was founded in 1843 to educate free Negro children. The school was moved to its current location in 1914 and was known as the Maryland Normal and Industrial School at Bowie. The name was changed in 1935 to the Maryland State Teachers College at Bowie. The school's mission was to educate teachers for the aggregated school systems of that day. Bowie State College has been in the business of teaching and has a competent faculty with a history and tradition of success with underprepared students.

The institutional goals and objectives of Bowie State College, cited on page 6 of the College catalog, speak of student attainment of education or goals conducive to a learning environment and strengthened external relationships with the community. The institution "...is committed to use its resources, program and facilities for service to the surrounding communities by... strengthen...service programs." The Upward Bound Program is such an educational community based service program.

Enrollment figures are included in Table A on page 24 and 25. Bowie State College had an enrollment of 1847 undergraduate students for the Fall 1985 semester. Of this number, 1320 or 171% are black and approximately 60% are on some form of financial aid. Approximately 73% of the students are first generation college students (neither parent has a college degree).

Table B on page 26 shows Scholastic Aptitude Test (S.A.T.) scores for admitted freshmen who marticulated. These scores depict the first time freshmen need of remedial assistance. The Bowie State College Special Services Project, English and Mathematics labs, and remedial courses provide this assistance.

The Bowie State College Special Services for Disadvantaged Students Project has been on the campus for the past nine years. The Special Services Project retains and graduates low-income, first-generation, college student who are typically like the typical Upward Bound student the project proposes to serve. Indeed, the proposed Upward Bound Project is to be housed in the Thurgood Marshall Library, adjacent to the Special Services Project. Prospective high school students will be able to see and identify with Special Services Project students, some of whom were formerly in the Bowie State College Upward Bound Program.

The success of the Special Services for Disadvantaged Students (SSDS) Project is depicted in Table C on page 27 which compares the attrition rates for SSDS students with attrition rates for all other Bowie State College Students. The results, graphically depicted, are impressive.

Due to the unique setting, available facilities, proven track record with low-income, first-generation college students, and previous commitment to an Upward Bound Program (on the campus from 1974-1983), Bowie State College is submitting this application.

Bowie State College proposes to sponsor an Upward Bound Project with two components: an Academic Year Intensive Week-End Program and a Summer Residential Program in Prince George's and Anne Arundel Counties. Prince George's (map on page 28) which has a population of 665.071, of whom 59,737

live below the poverty level and in Anne Arundel County (map on page 29), has a population of 370,775. with 31,042 living below the poverty level. The per capita income of Prince George's and Anne Arundel Counties is $8,616 and $8,402, respectively.

The project will serve these specific target areas in Prince George's County: 1) Bowie; 2) Capitol Heights; 3) District Heights; 4) Fairmont Heights; 5) Largo; 6) Laurel; 7) Oxon Hill; 8) Seat Pleasant and 9) Suitland. In Anne Arundel County, the project will focus on these target areas: 1) Annapolis, and 2) Severna Park.

The target areas have highly populated urban and semi-rural centers with low-income residents and a high incidence of unemployment. As shown in the table on page 13, the percentage of residents receiving welfare assistance from Prince George's and Anne Arundel Counties varies.

Since 1982, when this chart was prepared, Prince George's County experienced a pronounced population growth which resulted in the movement of many low-income families from Washington, D.C. As a result, as of June 1985, there were total of 7,439 Aid for Dependent Children (AFDC) cases. A total of 11,763 children and 6,285 adults. These statistics came from the Maryland State Department of Human Resources Income Maintenance Administration's Statistical Report, June 1985, p. 15.

The same report indicates a total of 7,591 cases (2,712 adults and 4,879 children) in Anne Arundel County.

SOURCE: U.S. Bureau of Census, 1980 Census of Population and Housing: Maryland, p. 22.

COMPARATIVE CASELOAD COUNTS OF RESIDENTS WHO

RECEIVED WELFARE ASSISTANCE IN FY '81 - FY '85

	FY '81	FY '82	FY '81	FY '82
Aid to Families With Dependent Children (AFDC)	6,176	7,717	4,081	3,855
General Public Assistance (GPA)	894	934	815	792

SOURCE: Data was provided by Prince George's and Anne Arundel Department of Social Services.

The economic characteristics of residents of the target areas reveal that a substantial number of them live below the poverty level. The data on page 14, derived from the 1980 census, indicate the extent of the economic deprivation of persons living in the target areas.

PER CAPITA INCOME, POPULATION, AND POVERTY STATUS

OF TARGET AREAS IN PRINCE GEORGE'S AND ANNE ARUNDEL

COUNTIES

Place	Population	Per Capita Income	Persons Below Poverty Level
Annapolis	31,740	$ 8,581	5,795
Bowie	33,695	9,612	771
Capital Heights	3.271	5,979	632
District Heights	6,799	8,416	573
Fairmont Heights	1,616	5,290	306
Largo	5,557	10,945	116
Laurel	12,103	9,099	1,302
Oxon Hill	36,267	18,500	1,620
Severna Park	21,253	10,944	527
Suitland	32,164	8,313	2,605

The incidence of poverty has contributed to the low ratio of residents in the target areas who complete high school or pursue post-secondary education. The other problems that affect the education of school-aged residents in the areas the project proposes to serve could be summarized as follows:

1) low levels of scholastic achievement as evidenced by the Scholastic Aptitude Test (SAT) results for the academic year 1984-1985. In Prince George's County, the students' average scores on the verbal and math sections of the SAT were 403 and 409, respectively. In Anne Arundel County, the average scores were 419 (verbal) and 468 (Math);

2) poor high school preparation, resulting in a high school dropout rate and poor grades;

3) low level of motivation; and

4) lack of exposure to culturally enriching activities necessary for the development of an individual.

Bowie State College maintained a successfully administered Upward Bound Program on the campus from 1974-1983. During those years, data was accumulated on participants from grades, standardized tests, counseling inventories. anecodotal records and interviews. The data reviews indicate that these students are deficient in basic skills, cognitive knowledge, and critical analysis. The decision making skills of the participants are generally poor because they have insufficient knowledge and, sometimes low, self-concepts. These sometimes negative self-concepts indicate a multitude of counseling needs. A substantial number of these students have problems related to family relationships, peer pressure, finances. health, study skills, and plans for the future.

These problems are compounded by Prince George's and Anne Arundel Counties' lack of funds to provide innovative programs to deal with the specialized needs of those students from low-income families who reside in the counties. For example, the Prince George's County Superintendent of Schools submitted to the Prince George's County Council a budget which included fifty-seven (57) million dollars (Gwen Ifile "Glendenning Optimistic on School Goals" The Washington Post Tuesday, December 3, 1985) for a magnet school concept with no other funding sources. The proposed budget of $363.3 million for the 1986-87 school year is characterized by school board members as "woefully inadequate." Clendenning himself recognizes how closely the budget must be monitored.

Prince George County's problems are compounded by the loss of $11 million in revenue sharing during the 1986-1987 school year. At the same time, $8.9 million is being spent in the first year on the new desegregation program.

This comes after the TRIM vote of 1982 (Leon Wynter, "TRIM Vote Forcing P.G. Schools to Take Hard Look at Education," The Washington Post, Monday, November 8,1982, p. B3.), the impact of which was not obliterated from recent passage of the TRIM amendment. The loss of $4 million from a federal grant for the magnet school concept which was not funded. resulted in the inability of the county to purchase new textbooks for non-magnet schools. Also. fewer courses are offered in music. art, and athletics, and more teachers are being asked to teach subjects outside their fields.

The deficiency in basic skills, cognitive knowledge, and analytical skills, as well as low self-image and numerous counseling needs which many eligible Upward Bound participants have, will seriously hinder their attempt to pursue post-secondary education, unless they receive academic tutoring, counseling, and other support services. While the administrators of the public schools in the target areas recognize these deficiencies, they will not be able to remedy them because of lack of funds.

B. Description of Target Schools

The target schools selected are less than fifty miles from Bowie State College and have large student populations that fit the Upward Bound Program eligibility requirements. The project proposes to serve nine (9) senior high schools in Prince George's County: Bowie, Central, Crossland, Duval, Fairmont Heights, Largo, Laurel, Oxon Hill, and Suitland. Ninth grade students will be recruited from seven (7) junior high or middle schools: Andrew Jackson, Benjamin Tasker, Dwight D. Eisenhower, Francis Scott Key,

Oxon Hill, Samuel Ogle and Walker Mill. In Anne Arundel County, two (2) target senior high schools have been selected: Annapolis, and Southern. Services will be extended to ninth graders at four (4) junior high or middle schools: Annapolis. Bates. Brooklyn Park, and Severna Park.

These schools have been selected because of their high incidence of low-income enrollees. Table D on page 30 shows the target school's enrollment, the number of students from low-income families, the estimated number of graduates, dropout rate, ratio of counselors to students, and the number of eligible Upward Bound participants.

Based on the data obtained from the public schools, it is estimated that 2,113 students are eligible for Upward Bound participation. This figure excludes the ninth graders because the public schools administrations do not have eligibility data by grades. However, it is estimated that about 500 ninth graders are eligible for participation in the program. This increases the eligible applicants from 2,113 to 2,613. The project proposes to serve the following number of students by grade level:

Proposed Number of Participants and Grade Level

Grade	Number of Participants
9	50
10	50
11	50
TOTAL	150

C. What the High Schools Do and Do Not Provide

The Upward Bound Project at Bowie State College proposes to serve the target areas of Prince George's County and Anne Arundel County. The public school systems in all three counties are responsible for the educational and social needs of students.

The public schools are unable to perform to their fullest due to budgetary restraints. This has caused a decrease in personnel and services to the students. The schools are designed to serve groups of students, consequently, many times the schools are willing, but they are unable to meet the individual needs of the students.

This view is supported by a survey of key administrators from Prince George's County and Anne Arundel County who report budget cuts which adversely impact on the number of school personnel in the support areas of counseling, learning skills centers, after school remedial courses, instruction and transportation to and from extra curricular activities. Prince George's County has been cited for its inferior service delivery system for black students by Judge Kaufman who has temporarily approved a magnet school concept in an attempt to improve schools in predominantly black neighborhoods.

All of the target school districts have the following problems in common.

High schools in the target areas do not provide solutions for:

1. Learning experiences which students need because of staff reductions.
2. Individual attention through individualized instruction for students with severe learning disabilities.
3. A structured tutorial program in the high school. Many students could profit from this service.
4. Opportunities for individual and small group experiences and instruction in academic areas.
5. Educational, personal, financial aid and career counseling.

6. Cultural and educational experiences in a higher education setting to expose students to a higher education setting.
7. A remedial program in mathematics and an expanded program in reading.
8. A summer experience for skill remediation and skill building.
9. Students leave Junior High not having mastered basic arithmetic skills, consequently, they fail General Competency Tests.

Most low income public high school students aspiring to college are failing to enroll in a college preparatory program. These students are not counseled into an academic curriculum. Rather, they are encouraged to pursue vocations. The incongruity between academic preparation and aspiration in Prince George's County and, Anne Arundel County and is far more common among blacks than whites. This disparity can be inferred from a recently concluded study of high school seniors conducted by the Maryland State Department of Education. Less than four percent (4%) of black seniors planning to attend a public four-year college were enrolled in an academic program of study, a proportion far lower than the white student's ratio of seventy-nine percent (79%). This means that very few of the black seniors in Maryland could even hope to apply to accredited colleges and universities. Students from the target schools who are eligible for the Upward Bound Project are predominately black low income students.*

*Sources:

1. Annual Report 1984-85, Prince George's County Public Schools.
2. Annual Report 1984-85, Anne Arundel County Public Schools.

Why Different Services are Needed

The Bowie State College Upward Bound Program would provide instruction on an individual basis. The staff consists of dedicated, competent professionals who are committed to the goals of the program.

The tutoring and instruction offered during the academic year are needed by the participants. Exposure to a college setting with college students serving as tutors is an excellent motivational tool.

The six weeks residential program is needed in this area due to the fact that some of the schools in the target area do not offer summer school. In the target areas in which there are summer schools, parents have to pay in order for the students to attend. Many of the parents cannot afford to pay for summer school.

The six weeks summer residential phase of the program is an excellent opportunity for students to be in an educational setting which is controlled and supervised. Students are given an opportunity to improve their academic skills.

All classes are fifty (50) minutes in length, meeting five (5) times a week for six (6) weeks. During the summer, all students must pass reading and mathematics competency tests, meet a minimum citizenship competency requirement, and have the knowledge and skills to qualify for future education or employment.

The target area schools do not provide the following:

1. individual and group tutoring;
2. classes in study skills;
3. classes in test-taking strategies;
4. individual conferences with counselors on a daily basis;
5. a variety of cultural experiences for all students;
6. small instructional classes designed to meet the individual needs of students.
7. career exploratory activities for all students;
8. remedial reading classes in all schools.

E. What is Available and Not Available in the Target Areas

The Department of Social Services in Prince George's County and Anne Arundel County provided a listing of available services. The following resources are available in these areas:

1. welfare departments
2. counseling for adults
3. limited day care
4. health services
5. protective services
6. recreational programs
7. special education classes
8. vocational training

Most of the services are designed for the adult population. The special education and vocational training programs serve a small number of students. There are other student needs and there is a lack of educational services to meet these needs. The typical "Upward Bound student" is often overlooked; consequently, much talent is wasted.

This information indicates the target areas have been surveyed for the availability of services and activities similar to those of an Upward Bound program. There are no similar structures, services or activities offered by county schools or county agencies.

F. Availability of Services And Activities For Individuals The Project Proposes To Serve

These services and activities of the Upward Bound Project will be available to individuals who meet the following criteria:

1. The individual will be a citizen or national of the United States.
2. The individual will be a permanent resident of the United States.
3. At the time of initial selection, the individual will be a a low-income student whose parents have not obtained a college degree.
4. The individual will not be beyond nineteen (19) years of age.

5. The individual will have completed the eighth (8th) grade and not entered the twelfth (12th) grade.

As has been demonstrated in the narrative in this section and from letters of support and commitment from agency heads and school officials, there is a need for an Upward Bound Project and Bowie State College is capable and willing to house this project.

Bowie State College is centrally located among scenic wooded land next to the City of Bowie, about five miles east of Greenbelt and Lanham, less than 15 miles west of Annapolis and seven miles north of the Capital Beltway (Route 495) at the New Carrollton exit at Route 450. The Baltimore-Washington Parkway is less than five miles west of the College using either the Greenbelt Route 193 exit or the Laurel Route 197 exit. Route 197 brings motorists within two miles of the campus.

The location of Bowie State College is ideal. The 237-acre campus affords ample space for material development and beautiful lawns grace several recently constructed instructional buildings, all nestled in the quiet of thick woods. The opportunities for outdoor recreation and class field work are endless.

For information about Bowie State College contact the offices of:

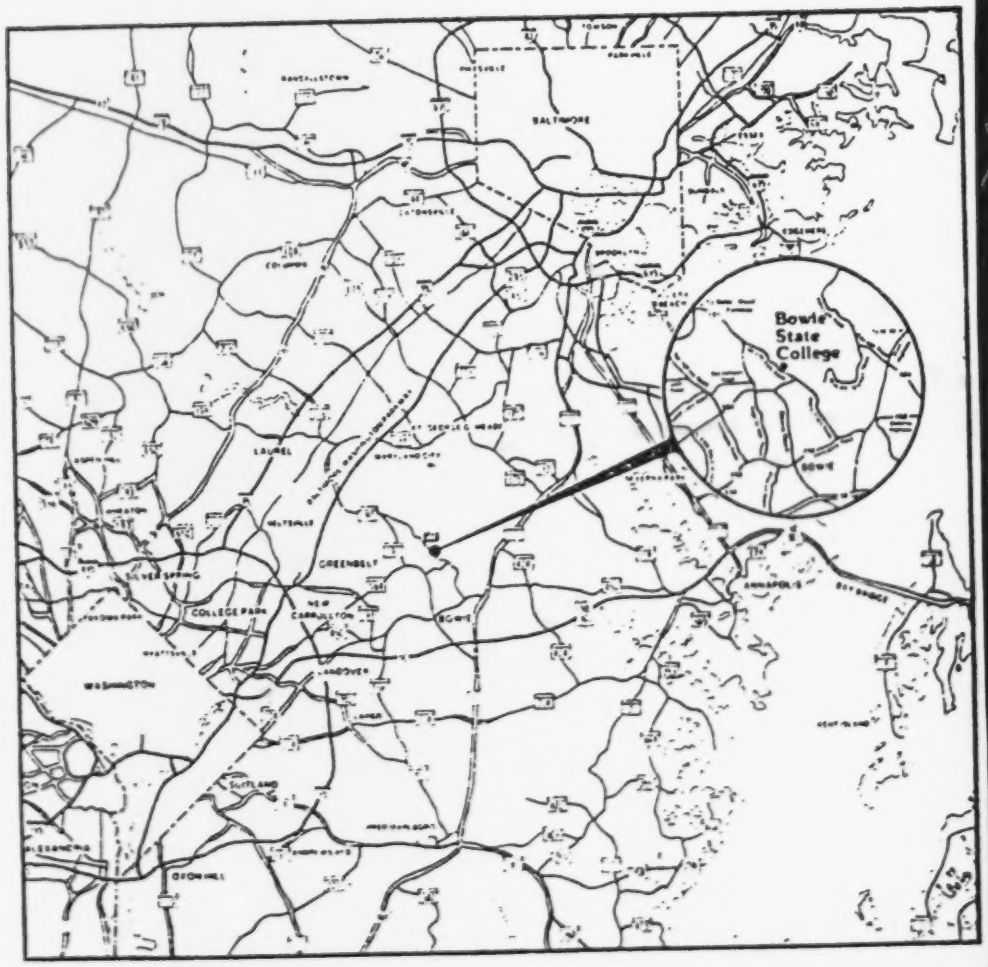
Admissions
Student Affairs
Public Information

By writing:
Bowie State College
Bowie, Maryland 20715

or

By telephoning toll-free:
464-3000 from Washington
and
793-0646 from Baltimore
and Annapolis

BOWIE STATE COLLEGE
Founded 1865



BEST COPY AVAILABLE

SEMESTER	BLACK		INDIAN		ASIAN		HISPANIC		WHITE		FOREIGN		UNKNOWN		TOTALS	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
ALL 1978																
HEADCOUNT	639	696	2	3	2	2	3	4	181	232	71	25	8	9	906	971
% of Total	34.0	37.0	.1	.1	.1	.1	.1	.2	9.6	12.3	3.7	1.3	.4	.4	48.2	51.7
ALL 1979																
HEADCOUNT	664	781	1	9	3	6	5	4	171	266	89	21	16	13	949	1,100
% of Total	32.4	38.1	.0	.4	.1	.2	.2	.2	8.3	12.9	4.3	1.0	.7	.6	46.3	53.6
ALL 1980																
HEADCOUNT	634	802	2	2	7	6	6	2	159	282	66	25	17	16	891	1,135
% of Total	31.2	39.5	.1	.1	.3	.3	.3	.1	7.8	13.9	3.2	1.2	.8	.7	43.9	56
ALL 1981																
HEADCOUNT	592	795	2	2	4	11	2	1	117	214	56	34	17	11	790	1,068
% of Total	31.8	42.7	.1	.1	.2	.5	.1	.0	6.3	11.5	3.0	1.8	.9	.5	42.5	57.4
SPRING 1982																
HEADCOUNT	545	723	5	3	12	8	5	3	136	196	35	21	16	11	754	965
% of Total	31.7	42.0	.2	.1	.7	.4	.2	.1	7.9	11.4	2	1.2	.9	.6	43.8	56.1
ALL 1982																
HEADCOUNT	559	702	1	5	9	5	3	5	115	227	54	31	8	10	749	985
% of Total	32.2	40.4	.0	.2	.5	.2	.5	.2	6.6	13	3.1	1.7	.4	.5	43.1	56.8
SPRING 1983																
HEADCOUNT	516	679	4	3	9	9	1	5	110	198	40	24	11	10	691	928
% of Total	31.8	41.9	.2	.1	.5	.5	.0	.3	6.7	12.2	2.4	1.4	.6	.6	42.6	57.3

BEST COPY AVAILABLE

	BLACK		INDIAN		ASIAN		HISP.		WHITE		FOREIGN		UNKNOWN		TOTAL	
Semester	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
FALL 1983 HEADCOUNT	626	729	3	2	11	8	0	4	123	188	60	23	11	12	834	966
% of Total	34.7	40.5	.1	.1	.6	.4	0	.2	6.8	10.4	3.3	1.2	.6	.6	46.3	53.6
SPRING 1984 HEADCOUNT	535	662	4	1	5	11	10	3	119	180	78	34	12	11	763	902
% of Total	32.1	39.7	.2	0	.3	.6	.6	.1	7.1	10.8	4.6	2.0	.7	.6	45.8	54.1
FALL 1984 HEADCOUNT	626	729	3	2	8	12	5	5	113	184	65	39	21	21	761	938
% of Total	34.7	40.5	.1	.1	.4	.7	.2	.2	6.6	10.8	3.8	2.3	1.2	1.2	44.7	55.2
SPRING 1985 HEADCOUNT	464	598	1	4	9	11	4	4	100	170	49	31	39	22	666	840
% of Total	30.8	39.7	0	.2	.6	.7	.2	.2	6.6	112	3.2	2.0	2.5	1.4	44.2	55.7
FALL 1985 HEADCOUNT	560	761	4	4	13	15	9	4	123	211	63	36	19	25	791	1,056
% of Total	30.3	41.2	.2	.2	.7	.8	.4	.2	6.6	11.4	3.4	1.9	1.0	1.3	42.8	57.1

16

S.A.T. Ranges of Admitted Freshmen Who Matriculated

FALL 1982

	VERBAL			MATH		
Range	Male	Female	Percent	Male	Female	Percent
00-800	0	0	0	0	0	0
00-699	1	0	.31	3	0	.94
50-599	0	0	0	4	0	1.25
00-549	2	1	.94	4	0	1.25
50-499	6	2	2.51	5	5	3.13
00-449	16	10	8.15	16	8	7.52
00-399	44	36	25.08	66	61	39.81
00-299	65	88	47.96	39	63	31.97
ther	27	21	15.05	24	21	14.11
otals	161	158	100%	161	158	100%

FALL 1979

	VERBAL			MATH		
Range	Male	Female	Percent	Male	Female	Percen
700-800	0	1	.26	0	0	0
600-699	0	0	0	3	1	1.03
550-599	2	0	.52	0	1	.26
500-549	1	1	.52	2	1	.77
450-499	2	6	2.06	6	2	2.06
400-449	10	8	4.64	17	6	5.93
300-399	57	58	29.64	76	92	43.30
200-299	97	114	54.38	65	85	38.66
Other	18	13	7.99	18	13	7.99
Totals	187	201	100%	187	201	100%

FALL 1981

	VERBAL			MATH		
Range	Male	Female	Percent	Male	Female	Percent
700-800	0	0	0	0	0	0
600-699	0	0	0	1	0	.29
550-599	1		.29	1	2	.86
500-549	1	3	1.14	2	4	1.71
450-499	4	4	2.29	3	4	2.00
400-449	7	8	4.29	15	7	5.29
300-399	40	56	27.43	68	80	42.29
200-299	86	96	52.00	48	70	33.71
Other	23	21	12.57	24	21	12.86
Totals	162	188	100%	162	188	100%

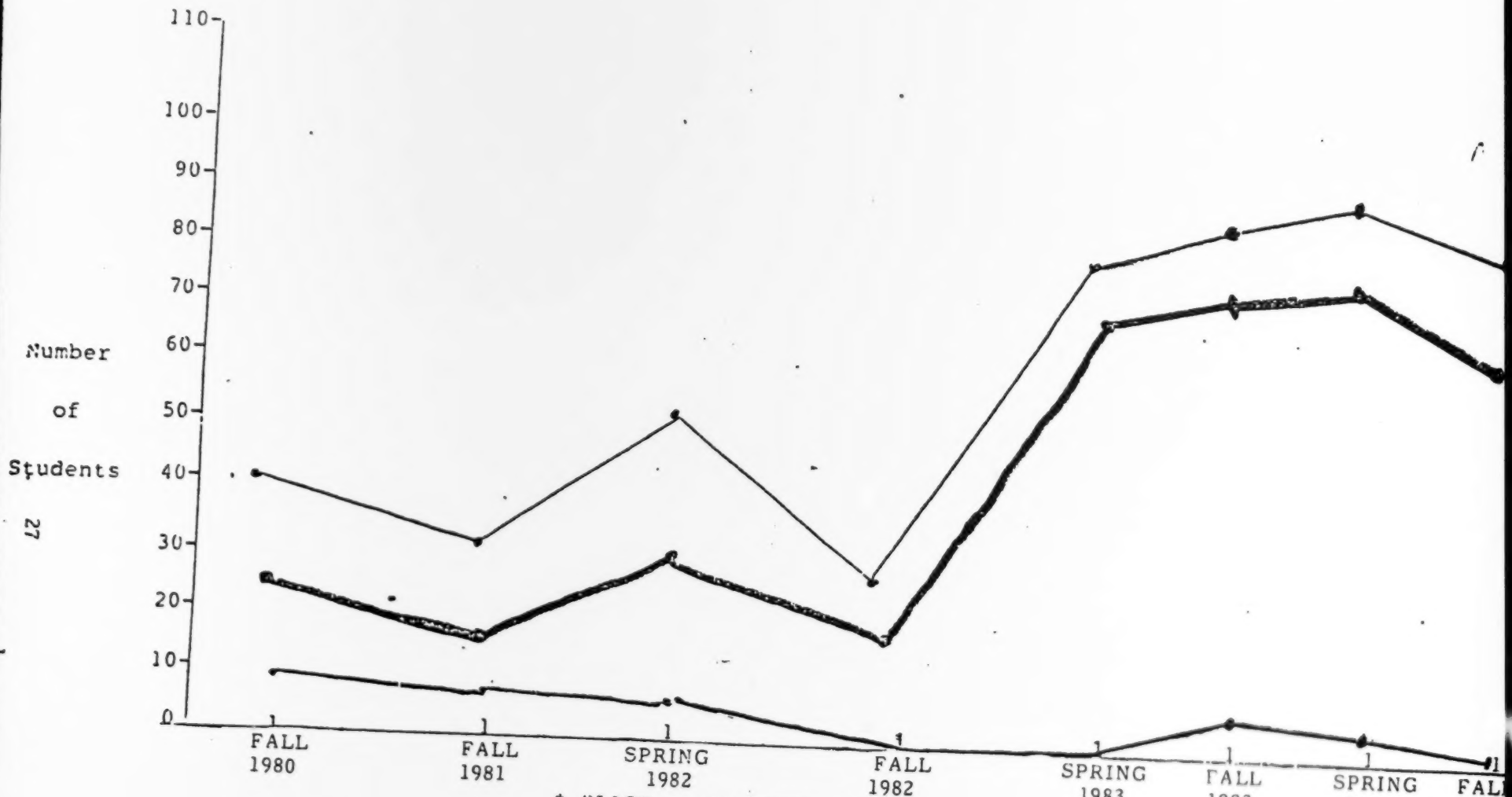
FALL 1977

	VERBAL			MATH		
Range	Male	Female	Percent	Male	Female	Percen
700-800	0	0	0	0	0	0
600-699	1	2	1.08	0	0	0
550-599	2	0	.72	1	0	.36
500-549	1	1	.72	3	1	1.43
450-499	5	6	3.94	6	6	4.30
400-449	7	11	6.45	11	6	6.09
300-399	33	28	21.86	51	46	34.77
200-299	78	66	51.61	55	55	39.43
Other	24	14	13.62	24	14	13.62
Totals	151	128	100%	151	128	100%

17

BEST COPY AVAILABLE

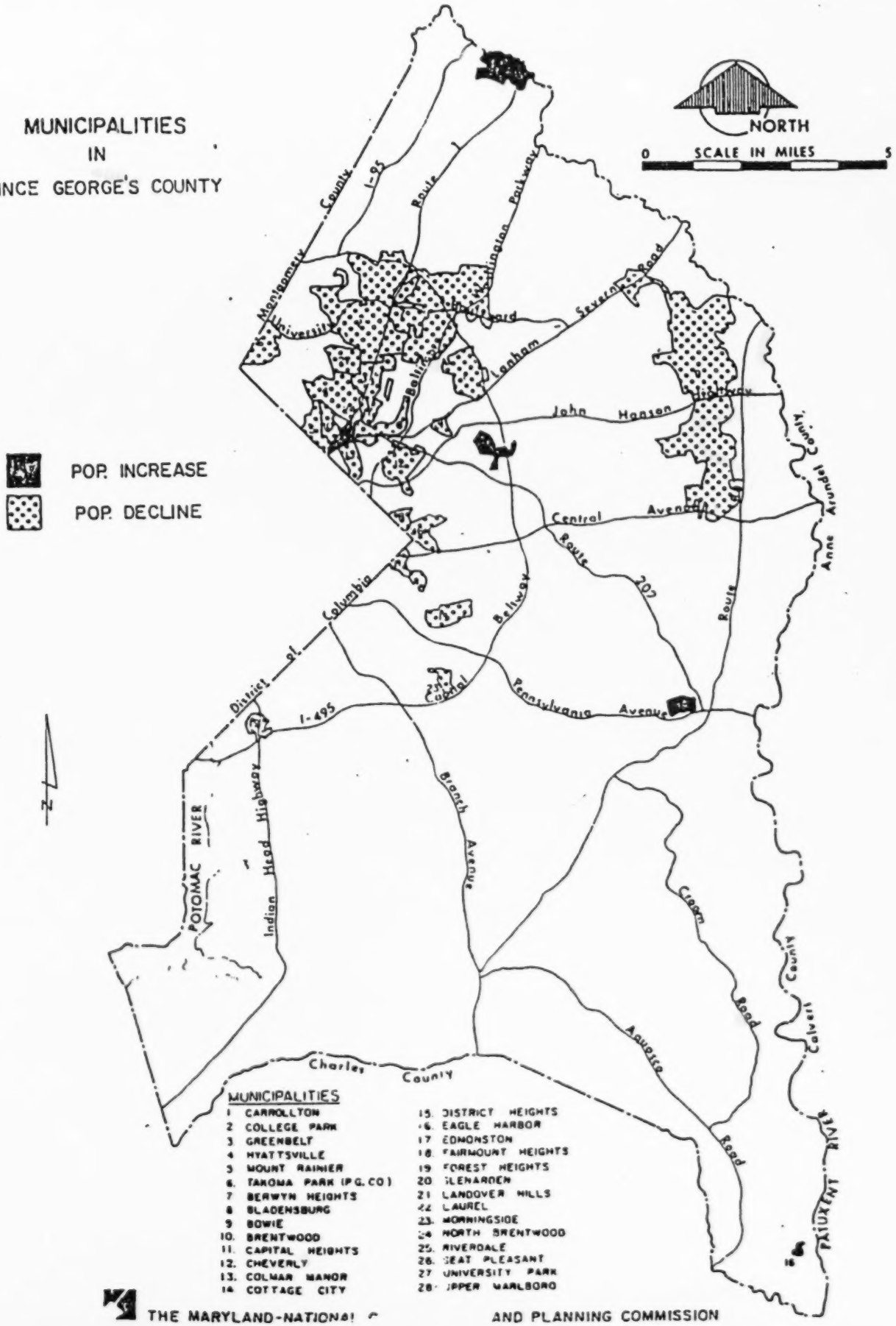
All Students, Freshmen And Special Services Project Participants



* BLACK = ALL STUDENTS
RED = FRESHMEN
BLUE = SSDS PARTICIPANTS

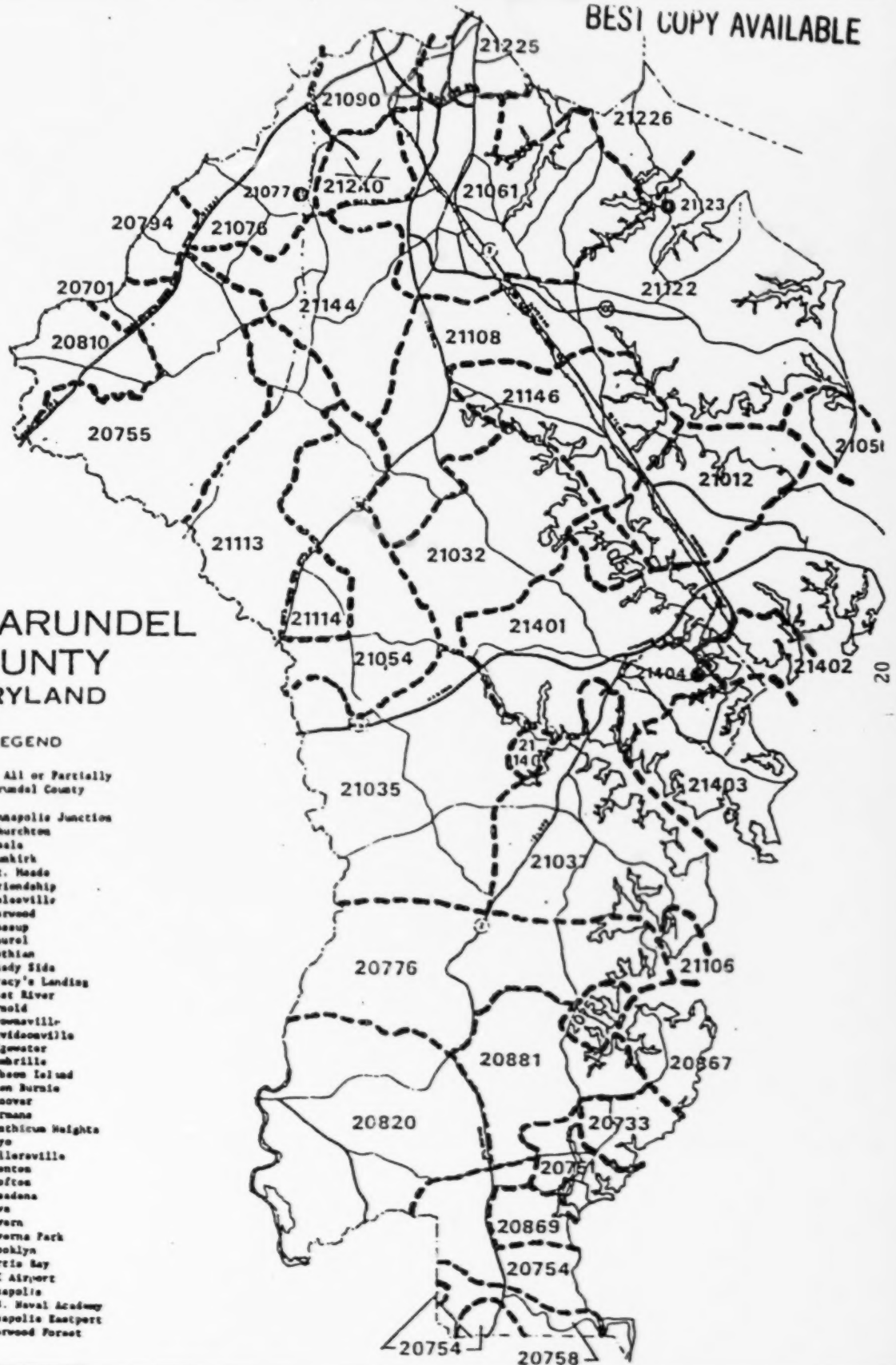
BEST COPY AVAILABLE

MUNICIPALITIES IN PRINCE GEORGE'S COUNTY



THE MARYLAND-NATIONAL [illegible] AND PLANNING COMMISSION

BEST COPY AVAILABLE



ANNE ARUNDEL COUNTY MARYLAND

LEGEND

Zip Codes All or Partially in Anne Arundel County

20701 - Annapolis Junction
20733 - Churchton
20751 - Deale
20754 - Dunkirk
20755 - Ft. Meade
20758 - Friendship
20765 - Galesville
20776 - Harwood
20794 - Jessup
20810 - Laurel
20820 - Lothian
20867 - Shady Side
20869 - Tracy's Landing
20881 - West River
21012 - Arnold
21032 - Crownsville
21035 - Davidsonville
21037 - Edgewater
21054 - Gambrills
21056 - Gibson Island
21061 - Glen Burnie
21076 - Hanover
21077 - Harmans
21090 - Linthicum Heights
21106 - Mayo
21108 - Millersville
21113 - Odenton
21114 - Crofton
21122 - Pasadena
21140 - Riva
21144 - Severn
21146 - Severna Park
21221 - Brooklyn
21226 - Curtis Bay
21240 - BWI Airport
21401 - Annapolis
21402 - U.S. Naval Academy
21403 - Annapolis Eastport
21403 - Sherwood Forest

ZIP CODE AREAS

AREA OF PLANNING & ZONING 26

SCALE
0 1 2 3 4 5 MILES
1 1 2 3 4 5 KILOMETERS

N

TABLE 1

UPWARD BOUND
DATA ON TARGET SCHOOLS, ACADEMIC YEAR 1984-1985

Target High Schools	Total Enrollment	No. of Low-income Students	Number of Graduates	Drop-out Rate	Counselor Student Ratio	UB Eligible Students
Annapolis	2,033	192	499	7.18	407:1	82
Bowie	2,955	168	774	4.25	406:1	133
Central	921	139	302	3.59	376:1	134
Crossland	2,092	175	503	1.16	350:1	116
Duval	1,825	265	400	3.86	390:1	284
Fairmont Heights	1,118	250	292	4.92	375:1	219
Largo	1,824	164	531	3.68	362:1	80
Laurel	1,648	105	435	6.92	349:1	101
Oxon Hill	1,749	144	420	5.17	360:1	190
Southern	1,157	104	221	5.35	386:1	58
Suitland	2,073	150	453	2.35	398:1	212
TOTAL	17,545	1,908	4,846	65.23		1,609

SOURCE: Data was provided by the Prince George's and Anne Arundel Counties Schools' Administration.
See letter at end of need section

27

28